from the Museum of Anthropology of the University of Michigan. Number 12.

By Wilbur M. Cunningham; with an appendix by James B. Griffin. University of Michigan Press, Ann Arbor. $1.50 (paper). viii + 51 pp. + 11 plates. 1948.

In the areas named in the title certain burials have been found quite deep in the gravels of the Glacial Kames. They have a few features in common, the most important being an artifact shaped like a shoe-last. Most of the material reported was obtained by farmers, construction workers, and others who had occasion to dig into these gravel deposits. The data have been collected primarily from the literature. As the author points out, they suffer from the nature of their acquisition. Griffin points out in the Appendix that there is relatively little in common to the different sites described; and that they do not give a cultural picture, but only a burial complex, and not, certainly, a single burial complex at that. Cunningham has nonetheless done a useful job in gathering up such data as exist, and in calling attention to the problem. Archeologists in that area should now watch for similar finds—gravel deposits are surely still being worked—and add critical data that will serve to solve this riddle.

GEORGE F. CARTER

SOCIAL PROBLEMS ON THE HOME FRONT. *A Study of War-Time Influences.*

By Francis E. Merrill. Harper & Brothers, New York and London. $3.50. xii + 258 pp. 1948.

Here is an excellent survey of the consequences of the war upon the several varieties of social disorganization. Specifically, the effects of the war upon the following kinds of disorganization are discussed in one chapter each: family disorganization, childhood, adolescence, sex offenses, prostitution, delinquency, crime, and personal disorganization.

In the discussion of each topic the author attempts to summarize the general findings about the factors that underlie that particular type of disorganization. Then the characteristic effect of the war upon those factors is discussed with whatever evidence is available. Along with this are summaries of the actual data about the frequency of divorce, sex offenses, etc.

The book is particularly interesting for its compilation of so many data relevant to the various problems of social and personal disorganization. In a good many cases these data are reasonable consequents of what is known about the factors, but frequently, of course, the state of knowledge is not sufficient to account for the findings. The author maintains a consistently detached viewpoint in her discussion of the problems. Her moral, political, and theoretical viewpoints are not permitted to influence the discussion of the data. One consequence of such an attitude is, of course, that the book contents itself with being a descriptive discussion rather than a critical analysis of the way the social problems of the war were handled.

ALFRED L. BALDWIN

ELMTOWN'S YOUTH: *The Impact of Social Classes on Adolescents.*

By August B. Hollingshead. John Wiley & Sons, New York; Chapman & Hall, London. $5.00. xii + 480 pp. 1949.

ADOLESCENT CHARACTER AND PERSONALITY.

By Robert J. Havighurst and Hilda Taba. John Wiley & Sons, New York; Chapman & Hall, London. $4.00. x + 315 pp.; ill. 1949.

These two books are described by the publisher as "companion volumes." They do indeed have several fundamental factors in common. Each is a study of adolescence in a community. In each of these studies the authors, all of them well-trained, scholarly observers, actually went to particular middle-western towns where they could carry on an investigation of real personalities within the particular group. Both books are handsome examples of how a complicated and far-reaching project in psycho-sociological research is planned, conducted, and written up. However, in spite of these similarities, each book has an entirely different flavor and contributes to quite different aspects of the adolescent and his problems.

In *Elmtown's Youth*, Hollingshead has reported on the observations made while he and his family themselves lived as members of "Elmtown." He studied the social system of the community as a whole and specifically made an analysis of the lives of 735 adolescents. He and his wife did a tremendous job of interviewing, getting acquainted with, and overcoming the suspiciousness of a small town in order to assemble the convincing data around which this book is built.

Hollingshead found that his community was stratified into five classes. Class 1 is the aristocracy, the land-owning, politically and economically powerful group. Class 2 comprises the people in good positions, slightly below the exclusive Class 1 but nevertheless economically sound and with a sense of prestige which goes with big jobs. Class 3 is a group in which families are not so well educated, do not live in the best residential section, and have a moderate but stable income. Class 4 are the poor but honest, hard-working families who never seem to get beyond a certain low economic status. Class 5 is the riffraff. Each group is given a certain location in the city and in the minds of the Elmtown citizens, and those adolescents who try to step across these class lines are severely criticized by the community and are not accepted by their peers. The consideration and special treatment accorded to the adolescents of Class 1, and the discrimination and

snubbing meted out to the Class 5 adolescents is uniform throughout the community.

Despite the scientific approach and organization of this study, *Elmtown's Youth* has a compelling quality which makes it fascinating reading. The impact comes not only from the author's style, which is vivid and very human, but arises also from his descriptive analysis of these classes. There is something rather horrifying about the stark, unemotional presentation of class consciousness as it operates on actual youngsters in an actual community. The book certainly documents the reasons why educated parents go to almost any lengths to get their adolescents out of a small town, where their life lines will inexorably be defined by group pressure and family status and not by their individual worth or potentiality.

Adolescent Character and Personality, while it is a worth-while book, and carefully done, is just not as interesting reading as *Elmtown's Youth*. This is probably due in part to the fact that the writing in the second book is by several people instead of by a single author. Also, the subject matter doesn't pack quite the wallop that an exposé of class tyranny does.

Havighurst and Taba, assisted by a number of coworkers, made a study of all the youths in "Prairie City" who were sixteen years old in 1942. A number of factors were evaluated for their effect on the individual's character formation; viz., the influence of social class, school adjustment, the church, adults outside the subject's family, moral beliefs of the community, and the personal social adjustment of the individual. After a thorough analysis, the authors felt that five character types could be defined among the adolescents: the self-directed person, the adaptive person, the submissive person, the defiant person, and the unadjusted person. The self-directed young person is the one who has made the most sound character development.

In conclusion, Havighurst and Taba make a number of suggestions about what "Prairie City" could do to help more adolescents become self-directed people. These are practical suggestions but meet the difficulty that in order to effect them, "Prairie City" will have to develop a new perspective on its responsibilities to its youth. It will have to revamp its educational system and appropriate more money and space for its high school program. *Elmtown's Youth* indicates that the prospect of such changes coming about in the near future is very unlikely.

HELEN ARTHUR

BIOMETRY

QUANTITATIVE METHODS IN PSYCHOLOGY.
By Don Lewis. The Bookshop, Iowa City, Iowa. $4.25 (paper). viii + 286 pp. 1948.

It is a common observation that most graduate students have a great deal of difficulty in understanding many quantitative articles they are required to read. Those students who have had at least a course or two in calculus seem to do better than the others, but the difficulty cannot always be traced to inadequate training in mathematics. The main trouble appears to be that most courses in mathematics are taught for mathematicians and engineers. As a result, students in the biological sciences never seem to learn the kinds of mathematics they need to know. Even when they do learn the right sorts of mathematics, the techniques are seldom related to problems which are most meaningful to the student.

This book is essentially a treatise of those mathematical techniques the graduate student in psychology should know. The titles of the ten chapters are: Variables, Constants, and Functional Relationships; Fitting Curves to Empirical Data: I. Linear Functions; Logarithms; Fitting Curves to Empirical Data: II. Complex Functions; Differentiation; Integration; The Normal Curve; Distribution Functions; Applications of Equations; and Goodness of Fit.

The presentation is clear and, although the student need have only algebra as a prerequisite, he should be reasonably conversant with some high-powered mathematics when he reaches the end of the book. Especially noteworthy is the liberal sprinkling throughout the text of problems and examples drawn from the scientific literature. Incidentally, the problems all come from experimental and physiological psychology, so that the student of quantitative biology should not find them difficult to understand. This is a book which every graduate student in experimental psychology should read.

A. CHAPANIS

DE OMNIBUS REBUS ET QUIBUSDAM ALIIS

SCIENCE IN PROGRESS. *Sixth Series. Sigma Xi National Lectureships 1947 and 1948 and the Silliman Lectures, 1947, Presented at the Centennial of the Sheffield Scientific School, Yale University, October 1947.*
By H. D. Smyth, John A. Wheeler, Ernest O. Lawrence, Glenn T. Seaborg, Linus Pauling, L. Zechmeister, W. M. Stanley, René J. Dubos, G. W. Beadle, A. H. Sturtevant, and Charles E. Kellogg; edited by George A. Baitsell. Yale University Press, New Haven. $5.00. xvi + 322 pp. + 1 map; text ill. 1949.

This latest volume of *Science in Progress* brings together, as is customary, selected papers that have appeared in whole or in part in the *American Scientist*. Of the eleven papers in the present volume, seven are based upon manuscripts prepared originally for presentation in the Sigma Xi National Lectureships during